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ABSTRACT

This module is the first of 10 in the Essential Communication and Documentation Skills curriculum. It establishes the program objectives and sets the tone for the full week of training. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. This module, an introduction and orientation to the training program, is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery and a 5-item list of references. The presentation overview describes the method, purpose, and estimated time of the following activities: introductions, ground rules, the effective learner, what I know about myself as a learner, summary, and pretraining assessment. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 678

Essential Communication and Documentation Skills Module: Introduction and Orientation to the Program

Rockefeller College Workplace Literacy Program

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ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
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New York State Division for Youth
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Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services, such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

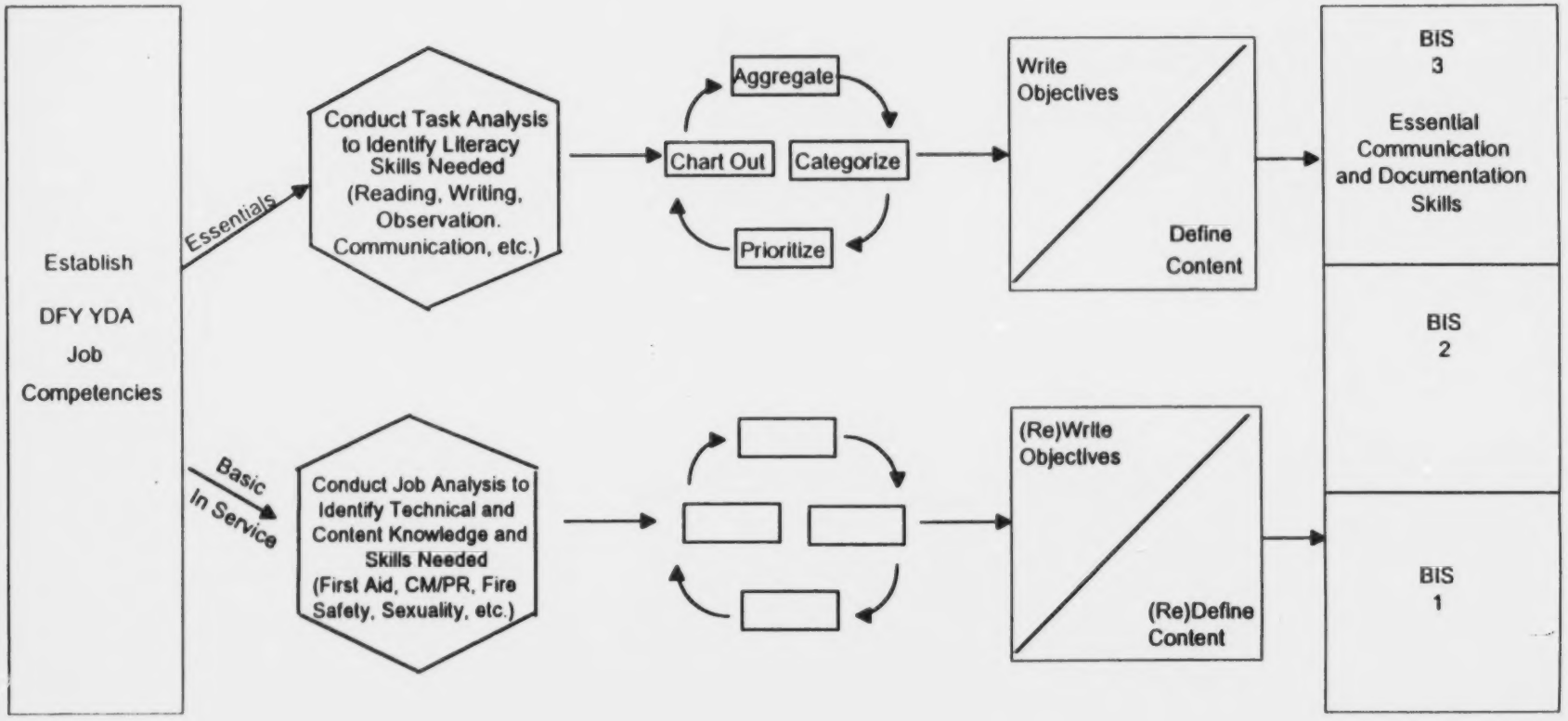
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet.**

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

The Staff of the New York State
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Bureau of Staff Development and
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MODULE

INTRODUCTION AND ORIENTATION TO THE PROGRAM

DESIGN COVER SHEET - OVERVIEW

For Module:
Orientation to the Training Program

Module/Workshop Title:	Introduction and Orientation to the Program	**#:**
Course Title:	Essential Communication and Documentation Skills	**#:**
Prepared by:	Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of the New York State Division for Youth	**Date:** July 1994
Purpose/Goal:	To familiarize participants with the overall plan, objectives,and methods of the training program; to develop ownership for learning; to establish a pre training assessment of participant skill levels	
Suggested Presenter(s):	DFY Staff and/or Adult Basic Education Instructors who have completed the Essentials' Training of Trainers	

Total Time:

2.5 hour(s)

Suggested Schedule:

AM session of Day 1

Target Population/Qualifications:

Direct Service Workers who have completed Pre-Service and BIS 1

Number of Participants:

8 - 24 maximum

Methods Used:

- Individual and small group activities
- Trainer presentations and guided discussions
- Portfolio building
- Assessment testing

Performance Objectives:

Upon completing the module participants will be able to:

- Identify the objectives for the 40-hour training program and their own personal goals
- Articulate the ground rules that the group develops for managing themselves throughout the week
- Explain effective learning
- Identify their own preferred approaches to learning
- Identify the value of effective learning on the job and in training
- Set forth a personal plan for effective learning skills development
- Identify skill levels prior to the training program

Evaluation Procedures:

- Portfolio Building:
    1. Overview and Objectives
    2. What I Know About Myself As A Learner
    3. Summary and Closure

- PreTraining Assessment Process

DESIGN COVER SHEET - PREPARATION

For Module:
Introduction and Orientation to the Program

Physical Setting: (e.g. room size, furniture arrangement)
Room should be large enough to accommodate 8 - 24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:

#	Item
x	easel/newsprint
x	markers
x	masking tape
x	notepads
x	pens/pencils
x	nametags/tents
x	training records
	other:

Multi Media Support:

#	Item
x	VCR/monitor (type:)
x	videotape (length:) *Essential Communication and Documentation Skills*
	camcorder (video camera)
	16 mm. projector
	film (length)
	screen
	overhead projector
x	other: radio, VCR, tape player could enhance the training environment

Student Materials/Handouts: (title, number needed of each)

Participant packet, including the following handouts:

1. Weekly Schedule
2. Overview and Objectives
3. Divide the Square
4. Connect the Dots
5. What I Know About Myself as a Learner
6. Summary and Closure

Participant Personal Progress Portfolios - handouts 2,5,6, from participant packets
Participant materials for PreTraining Assessment Process

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Read the information in the Supplemental Notes and Materials for the Trainer on "Effective Learning"
Set up the room for a large group session in a U-shape; have music on to enhance the environment
Put flip charts in order:
AV 1: Welcome
AV 2: 1. & 2. Objectives
AV 3: Effective Learning
AV 4: How it Feels to Learn
AV 5: The Stages of Learning
AV 6: Modes of Intaking Information
AV 7: The Effective Learner

Have blank name plates or tags and marking pens available for participant use
Choose an activity for introductions. (See *Supplemental Notes and Materials for the Trainer*)

Locate the Assessment cut on the *Essentials* video tape

Options/Variations:

References:

Graham, Lorrie. *How Can You Be More Creative: A Creativity Workshop.* Albany, NY: Rockefeller College, 1992.

Schwenker, Chris. *Maximizing Learning Power: A Workshop.* Rochester, NY, 1993.

Smith, Robert. *How People Become Effective Learners*, in Adult Learning, April 1991, pp 11-13.

Tibbetts, John, Renee Sherman, David Osher, and Lisa Weiner. *Improving Thinking Skills for Adult Learners.* Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education, 1992.

Total Quality Consulting, Quality Process Training/The Xerox Model/T3. Albany, NY, 1992.

PRESENTATION OVERVIEW

For Module:
Orientation to the Training Program

Time Presenter	Activity Title/Method/Purpose
25 minutes	**Trainer Introductions, Housekeeping, Program Overview and Objectives, Portfolio Building, Participant Introductions** *Trainer presentation; trainer led group activity* To familiarize participants with the overall course objectives; to provide an overview of the 40-hour program; to handle housekeeping (rosters, surveys, lunch and break plans, name cards, etc.), and to establish portfolio building and personal program goals
10 minutes	**Ground Rules** *Trainer presentation with participant input* To establish or review the expectations or norms for participant behaviors in the training group through a negotiation process
25 minutes	**The Effective Learner** *Individual exercises; trainer facilitated discussion* To energize thinking and break the ice; to introduce participants to the self-actuated, creative learning approach to the training program
20 minutes	**What I Know about Myself as a Learner** *Individual exercise; trainer facilitated discussion about learning and learning styles* To create awareness of concrete actions that can consciously be practiced to enhance learning and learning style
10 minutes	**Summary** *Individual writing exercise; trainer presentation* To summarize the main learnings of the session; to evaluate the session
60 minutes	**Pre Training Assessment Process** *Individual activity* To provide an opportunity to assess one's own skills levels
Total Time:	**2.5 hours**

PRESENTATION GUIDE FOR THE TRAINER

PRESENTATION GUIDE

For Module:
Introduction and Orientation to the Training Program

Time Presenter	Activity Guidelines	Materials
25 minutes	**Trainer Introductions, Program Overview and Objectives, Participant Introductions** *Trainer Presentation* Trainers should welcome the participants as they enter the room, inviting them to fill out a name badge, asking them to sign rosters, complete pre-program surveys, lunch reservations, etc. (Optional: Have music on, video playing, etc. to enhance and enliven the room. The idea is to stimulate the modes of intaking information - visual, auditory, olfactory, tactile, kinetic.) After the group is settled, trainer(s) should provide self introductions and some discussion of the overall program history and rationale. Provide an overview of the program and methods as well. Then review AV 2.1 and discuss the skills areas: observation, decision making, oral communicating, recording and documenting, and reading. Use AV 2.2 to explain that these skills are inherent to the job the YDA and other direct care worker does every day: Being aware is essential in order to observe. Observation must precede decision making and taking action. Communicating about observations and actions is a critical element for the team of caregivers to work together. And, finally comes the recording and documenting to substantiate the actions and justify the good job done to protect the individual worker and the Division. All the skills are essential foundations for doing the job well; they build on and are integral to one another. Distribute participant packets. Review Handout 1. Have participants take out Handout 2 and write personal objectives. Do a "go-round" of their Personal Objectives. Explain Personal Progress Portfolios (P.P.P.). Tell participants that they will be completing worksheets for each module presented during the five days for inclusion in their P.P.P. The P.P.P. materials will be placed in the back of their participant materials' binder. Emphasize that on the fifth day they will use their P.P.P. to develop an Individual Development Plan for improving their skills on the job. On day five, they will have an opportunity to meet with a trainer to discuss their plan. Have them put Handout 2 in their P.P.P.	AV 1: Welcome Materials: Name Badges Rosters Lunch Sign-up AV 2.1 & 2.2 Program Objectives Handout 1: Weekly Schedule Handout 1: Weekly Schedule Handout 2: Overview and Objectives Personal Progress Portfolios

Time Presenter	Activity Guidelines	Materials
	Trainer-Led Group Activity Trainers should provide a light activity for participants to introduce themselves to one another, choosing from among those available in the Supplemental Notes and Materials for the Trainer, or others with which he/she may be familiar.	Activities for Introductions: "Creative Name Tag" "Toss A Name Game" Or "How Do You Do?"
10 minutes	**Ground Rules** (Optional: If norms are still available from previous BIS, just review those and re-contract the group.) *Trainer Presentation with Participant Input* Trainers should explain the concept of ground rules and invite the participants to set down the ground rules to be followed for the week. The following list is a good starting point. (Note: the asterisked items should be set down by the trainer if participants don't put them down. This list will remain displayed throughout the week.) Record the "rules" on newsprint Some Suggested Ground Rules * The group will commit to starting on time • The group will honor different styles of interaction • The group will value each other's right to disagree • The group will take conflict outside the room • The group will be task focused • The group will stick to issues that are relevant to the task at hand • The group will be responsible to develop final outcomes • The group will work toward common goals • The group will be willing to compromise • The group will put extraneous issues in the "parking lot" * Everyone will participate * The group members will not interrupt others when they are speaking • The group will bring in silent members • The group will maintain courtesy and respect and will avoid personal insults • The group will be open to moving outside their perceived boundaries • The group will look for how they can rather than why they can't • The group will be open to new ideas * The group will avoid using sexist, agist, racist, etc. remarks	Newsprint

Time Presenter	Activity Guidelines	Materials
25 minutes	**The Effective Learner** *Individual Exercise* (Note: Be sure to keep this moving quickly.) Trainers should have participants take out Handout 3 and direct them to draw a box. Then ask them to divide the box into four sections. Give time to complete the task. Then ask for volunteers to show their solutions on newsprint. *Trainer Facilitated Discussion* Discuss the results. They will vary and should lead comfortably into a discussion of effective learning. (Be careful not to be judgmental nor to value one solution over others.) Show and read AV 3. Lead the discussion on effective learning, using these questions to promote discussion: • How do you explain the differences between participants? • How does this relate to this training? • How does this relate to the job/new job you are entering? Then brainstorm the traits of a effective learner. Responses will/should include traits of effective or creative learners: open-mindedness, knowing it's allowed, willingness to take risks, ability to make decisions, imagination, initiative, highly self-motivated, self confident, willingness to examine assumptions, etc. Put these on newsprint as the list develops. Close the activity with something like • push your limits of thinking, • get you to think about "the box" differently - • go beyond limits and norms and old ways of doing things. Tease out the concept that this needs to be done within the parameters of the DFY environment, keeping in mind that the residents here went too far beyond the boundaries. **Trainer's Note:** Optional additional exercise, Handout 4, Connect the Dots, could be done here if there is time. (The solution is in your supplemental notes.) It provides an opportunity to close on the idea of creative problem solving as being a related phenomenon.	Handout 3: Divide the Square Newsprint AV3: Effective Learning Newsprint Handout 4: Connect the Dots Supplemental Notes and Materials for the Trainer

Time Presenter	Activity Guidelines	Materials
20 minutes	**What I Know About Myself as a Learner** *Individual exercise* Ask participants to complete Handout 5. Ask for a few volunteers to discuss their experiences. Exhibit AV 4 to stimulate thinking. Divide a piece of newsprint into two columns and record responses to question 2 (feelings during learning) on the left, and question 3 (feelings of success) on the right. **#2 Feelings During Learning** | **#3 Feelings On Success** *Trainer facilitated discussion* Generally, feelings upon completion of a learning experience are positive while those experienced during the process are mixed. Present AV 5 on the Stages of Learning and talk about: • The value of frustration in the process • The importance of knowing yourself and how learning feels to you • The propensity to stop at the discomfort stage. Now on newsprint record a sample of participants' responses to Handout 5, question 4. Use AV 6 to describe the different ways people intake information most effectively. Go back to the newsprint and mark the technique with the matching mode(s). Ask participants to reflect on their responses to Handout 5, question 4 and identify which modes are most effective for them. Use AV 7 to describe the process effective learners follow to improve effectiveness. Compare this with exercise in Handout 5.	Handout 5: What I Know About Myself as a Learner AV 4: How It Feels to Learn Newsprint AV 5: The Stages of Learning Newsprint: Learning Strategies AV 6: Modes of Intaking Information AV 7: The Effective Learner

Time Presenter	Activity Guidelines	Materials
10 minutes	**Summary** *Individual Writing Exercise* Finally, have participants take out Handout 6. Direct participants to complete the activity on their own. Sharing is voluntary only. Direct participants to put Handouts 5 & 6 in their Personal Progress Portfolio. *Trainer-Led Presentation* Trainers will then review the module objectives and the participants' personal goals, the ground rules, the schedule, and preview the next activity: Pre Assessment.	Handout 6: Summary and Closure AV 2.1: Program Objectives
60 minutes	**PreTraining Assessment Process** *Individual activity* Set up the video to play the Assessment cut of the *Essentials* tape. Briefly summarize the Assessment Process and Rationale for the participants. Distribute Assessment Participant Packets, directing participants not to open them or turn pages until directed to do so. Have participants complete Date and either Name or Code on the cover page. **Note: Tell participants to use "Resident Green" (green shirt), "Black" (black shirt), "YDA Yellow" or 1, 2, 3, etc. to identify the people in the video.** Show the video cutting selected for assessment. (No note taking.) Have staff open their packets and complete the following tasks: 1. Turn to Task 1 and write notes on what they observed. (Give them 3 minutes to do so.) 2. Turn to Task 2 and write the decisions that they think should result at this point (i.e., What should the YDA on duty say and/or do in addressing the situation?). (3 minutes) 3. Turn to Task 3 and write the unit log entry that should accompany the incident. (5 minutes) 4. Turn to Task 4 and write the B/I/A Report on the corresponding B/I/A Report Form, completing today's Date and Time, Specifics of the Report, and Action Taken. (10 minutes)	VCR; Monitor Videotape: *Essentials* Assessment cut Participant Materials for Assessment

Time Presenter	Activity Guidelines	Materials
	5. Turn to Task 5 and have them pull out the reading material to do the following: a. Read the DFY policy (2 minutes). b. Write notes to help recall content using the policy (2 minutes). Collect the policy when done. c. Finally, without the policy, have participants review their notes (30 seconds) and write a summary in their own words (3 minutes). 6. Turn to Task 6 and complete it as directed. (15 minutes) Collect all pre-assessment papers. They will be returned to participants on Day 5 when they develop their IDP.	
Total Time	2.5 hours	

FLIP CHART MASTERS

WELCOME TO

ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS FOR NEW YORK STATE DIVISION FOR YOUTH

YOUR TRAINERS:

Program Objectives

- Enhance awareness of the communication and documentation skills and responsibilities required at DFY
- Identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- Learn strategies for strengthening skills in observation,decision making, oral communication, reading, and writing
- Develop ownership for their own learning in training and on the job at DFY

Be aware

↓

Observe

↓

Act

↓

Communicate

↓

Document

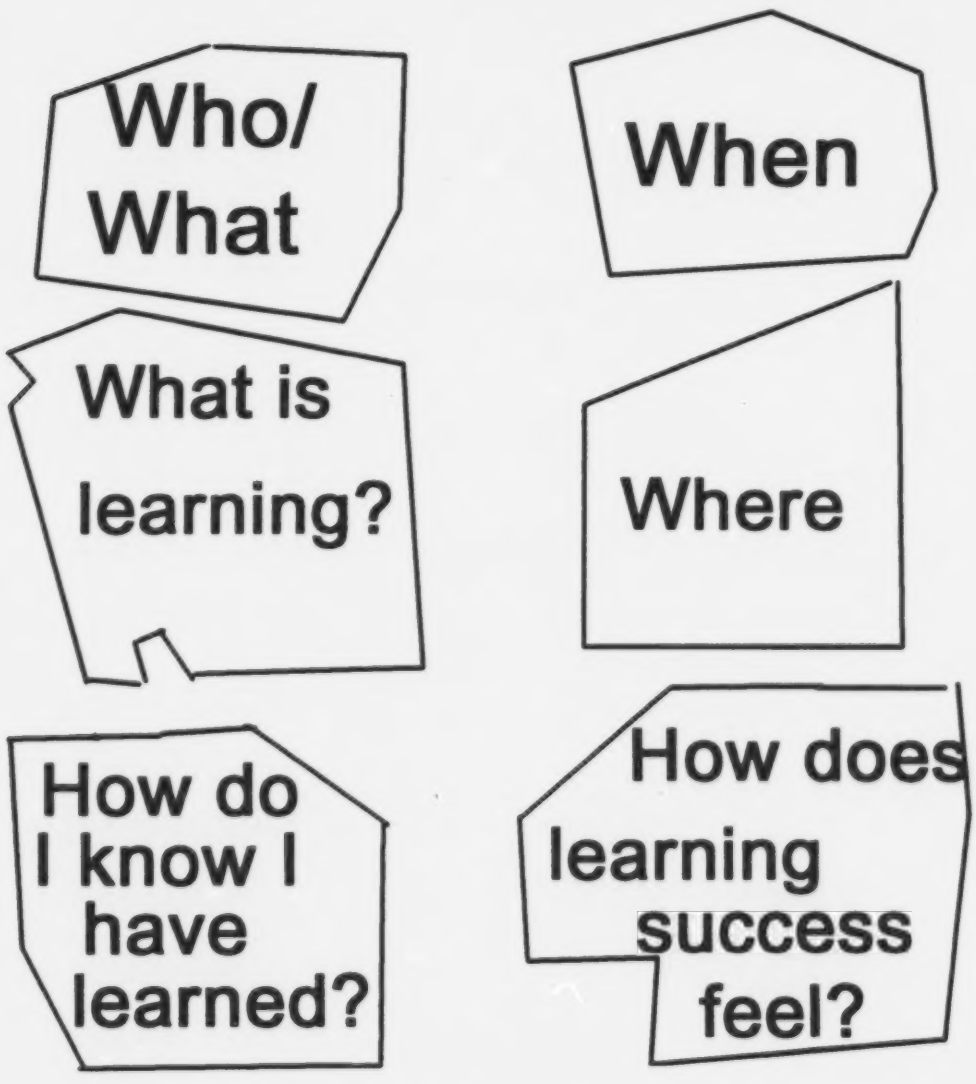
Effective Learning

- Taking an active rather than a passive role in the learning process in training and while performing the job of the YDA

- Recognizing and initiating opportunities to learn skills and knowledge that will enhance your effectiveness

- Applying learned skills and knowledge to everyday problems and situations

How It Feels to Learn



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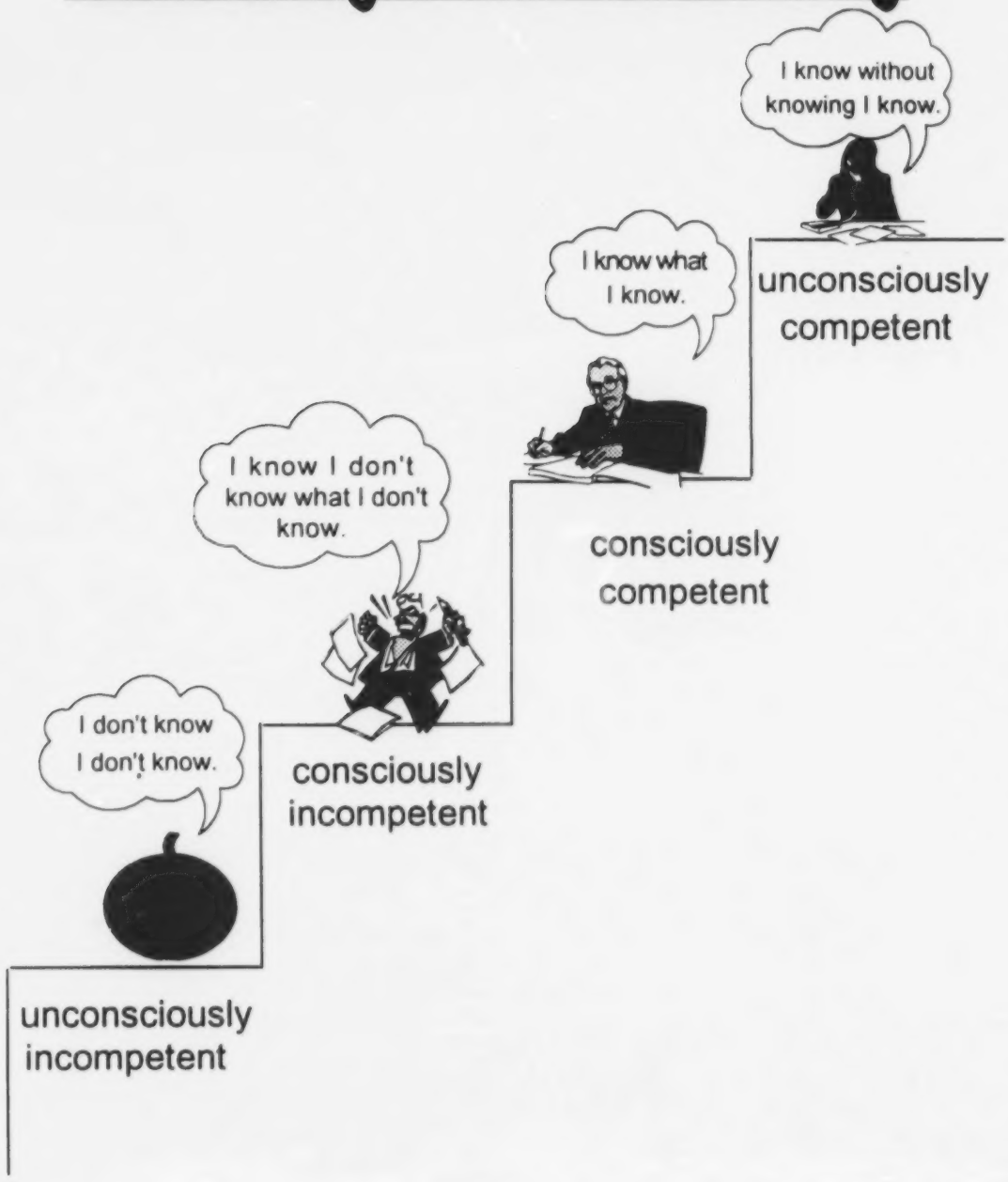
The Stages of Learning


I know without knowing I know.
unconsciously competent
I know what I know.
consciously competent
I know I don't know what I don't know.
consciously incompetent
I don't know I don't know.
unconsciously incompetent

Adapted from *Total Quality Consulting, Quality Process Training/The Xerox Model/T3*, Albany, NY, 1992. Printed with permission.

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Modes of Intaking Information

" I see what you're saying."

Visual

"Look at it this way."

"I hear you."

Auditory

"Listen to this."

"This is how it seems to me."

Tactile/Kinesthetic

"I have a good feel for how to do this."

"I learn better if I talk about it with other people."

Team Learning

"I learn better if I work by myself."

Independent

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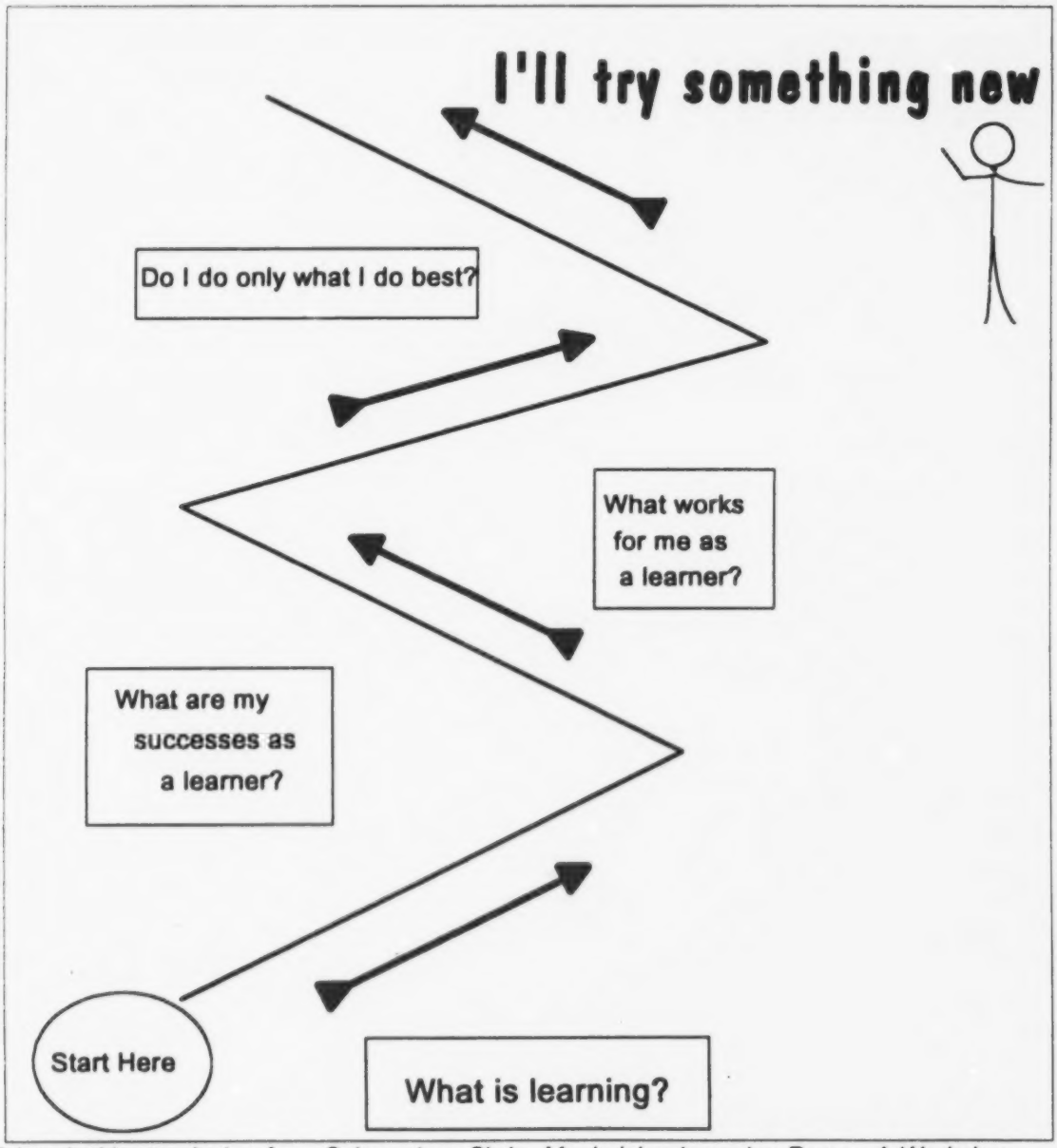
The Effective Learner

. . . the road to maximizing learning


I'll try something new
Do I do only what I do best?
What works for me as a learner?
What are my successes as a learner?
Start Here
What is learning?

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SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

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Exercises For Introductions

ACTIVITY: Creative Name Tag

1. The facilitator introduces the activity as an ice breaker and gives each participant a name tag and markers. She instructs the participants to fill out their name tags as creatively as possible, including on them a symbol that means something about them.
2. The facilitator directs the participants to introduce themselves to someone in the group whom they do not know. Both persons are to exchange information about themselves for two minutes and to identify their symbol.
3. When time is called, the facilitator directs each participant to exchange name tags with the person she is talking to and then go on to meet another participant and discuss only the person whose name tag she is wearing (two minutes).
4. When the facilitator calls time, the participants switch name tags again and find others to talk to, talking only about the persons whose name tags they are wearing, as before.
5. The facilitator continues this process for as many rounds as necessary for introduction of the entire group, so that most of the participants have "met."
6. The facilitator tells each participant to be seated, keeping the name tag they had last.
7. Participants debrief the activity by "introducing" to the total group the person whose name tag they have, as in round one identifying the symbol. Participants may also share reactions and awareness about the introduction experience.

<u>Notes On The Use Of Creative "Name Tags":</u>

This can provide an opportunity to introduce awareness of oral communication skills.

Adapted from New York State Division for Youth, *Trainer's Manual, Crisis Management, Physical Restraint*, "Warm-Ups." Albany, NY, 1987.

ACTIVITY: Toss-A-Name-Game

1. Stand in an informal circle. The facilitator introduces the game by saying his/her name, then tosses a tennis ball (or whatever) to the person on his/her right or left.
2. Continuing in one direction, each person says his/her first name and continues tossing the ball in sequence until the leader again has the ball.
3. The leader then calls out someone's name in the circle (you do have to remember at least one person's name!) and lofts the ball to her/him, and that person calls another individual's name, etc., etc.
4. After the ball has been flying about for a few minutes, or more usefully after you begin to get a feel for all the names in the group, start up another ball, increasing the frequency of names being called and the action. Add a third ball toward the end of the game just for fun, because at this point the law of diminishing returns creeps in. Names and balls are flying about so rapidly that it's hard to pinpoint who's who as balls careen off heads and bodies.
5. As a finale, bring the whole group together (ball set aside) and ask if there is anyone who can name everyone. In a group of 25, you should get 3-6 volunteers, and the person you choose will usually 100% correct in his/her attempt. It's an impressive and predictable feat.

Note For Large Group:

If there are several groups playing the same game, stop occasionally and ask a third of the group to transfer to another group and begin the action again. After a while, announce to the groups that anyone can change groups whenever he/she wants to, ensuring that everyone gets to hear each person's name.

Name Games Variations:

6. Standing in the circle, begin moving slowly away from one another, but continue tossing and calling names. The farther apart you get, the louder you have to shout the names and the more you have to loft the ball. Slowly begin moving closer (balls and names continue) until the group is so close together that the game dissolves into laughter. For this expanding/contracting variation, have at least one ball per three people to use; i.e., 30 people--10 balls.
7. After the names begin to flow, and as a means of reinforcement, ask the catcher to say "Thank You" to the thrower, including the thrower's name.

Adapted from New York State Division for Youth, *Trainer's Manual, Crisis Management, Physical Restraint*, "Warm-Ups." Albany, NY, 1987.

ACTIVITY: How Do You Do?

1. Have participants stand in a circle, facing the center. One volunteers to be leader. She walks around the outside of the circle, and selects one player by tapping her on the shoulder.
2. The leader shakes the hand of the selected player introduces herself and inquires, ever so solicitously, "How do you do?" She tells her name and responds in her most genteel manner, "Fine, thank you." But the leader proves to be exceedingly gracious (or perhaps just hard of hearing), and asks again, "How do you do?" The chosen player replies again, "Fine, thank you." The overly gracious host now asks for a third time, "How do you do?" all the while shaking the player's hand. When she answers for the third time, "Fine, thank you!" all propriety is finally abandoned and the action begins.
3. The leader dashes around the outside of the circle in the direction she was originally going, while the player runs in the opposite direction. It's a contest to see who can get back to the starting place first. However, when their paths cross somewhere on the other side of the circle, the two must stop, shake hands again, and go through the formalities three more times: "How do you do?" Fine, thank you!" "How do you do?" Fine, thank you!" "How do you do?" Fine, thank you!"
4. Can you add even more life to this? How about specifying different forms of locomotion for the trip around the circle--hopping, skipping, or side-stepping perhaps. Or how about making the players get around the circle walking backward or with their eyes closed? Or you could exchange pleasantries and race around the circle in pairs, just to add to the frenzy.

Adapted from New York State Division for Youth, *Trainer's Manual, Crisis Management, Physical Restraint,* "Warm-Ups." Albany, NY, 1987.

Instructions

For

"Connect the Dots"

Connect the Dots

Using only straight-line segments
and without lifting your pen off the paper
or tracing back over lines,
connect all 9 dots
with 4 lines or less.

(We've provided two boxes below to try your luck
but if you need more, feel free to try it out on scrap paper.)

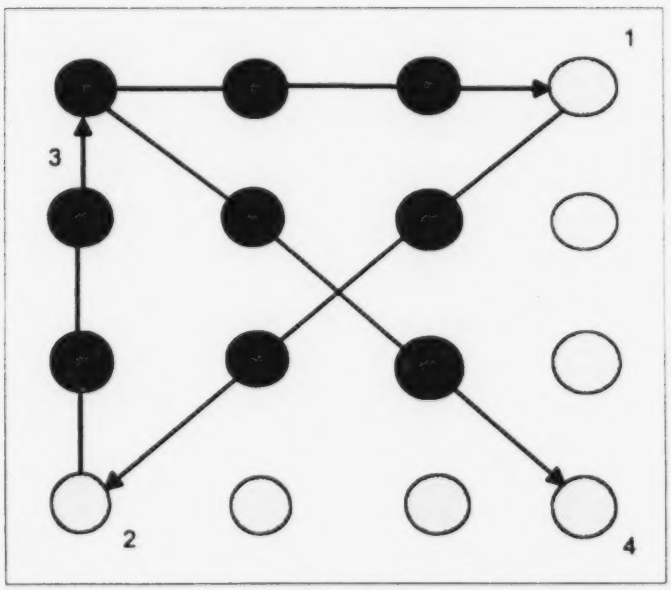
Connect the Dots

(Answer Key)

Using only straight-line segments
and without lifting your pen off the paper
or tracing back over lines,
connect all 9 dots
with 4 lines or less

The trick is to "think outside of the box" and visualize the dots as part of a 16-dot square, rather than a 9-dot square. Then you draw lines beyond the boundaries of the 9 dots to the corners of the 16 dots as shown below.

Be sure not to mention anything about "thinking outside of the box" when you first give everyone the test because it could clue them in to the answer. You want to emphasize it afterwards when you give everyone the solution because it drives home the point of how we unconsciously accept limits to our thinking--limits which do not necessarily need to be there.



Notes and Resources For Effective Learning

How People Become Effective Learners

By Robert M. Smith as published in *Adult Learning*

Deliberate efforts to learn involve action, reflection, and self-monitoring. The heart of the process is developing the awareness and capacities for effective self-monitoring and active reflection. Here's an explanation of how that process works.

Multiple factors have stimulated recent worldwide research and activity related to how people learn to learn, ways to enhance learning competence, and relationships between facilitation, learning, and learning to learn. Some of these factors are (1) accelerating social change, which has revealed the importance of lifelong learning; (2) breathtaking increases in available knowledge and technology, which have stimulated interest in making learning more efficient; (3) new perspectives on teaching, learning, and the purposes of formal and nonformal education; (4) school reform, educational equity, and learner empowerment, which have emerged as highly controversial issues; (5) new institutional forms and delivery systems, each with special methodological demands; and (6) more diverse and sophisticated approaches for investigating learning processes.

What Characteristics Describe the Ideal Learner?

Ideal learners are active, confident, self-aware learners who carefully monitor learning-related activities and continually reflect on outcomes and possible adjustments in tactics. They demonstrate flexibility, sensing when to take or relinquish control and when to modify plans. Ideal learners know when to employ a variety of strategies, regardless of the context. They are open to new ideas and experience.

They are skilled in transferring what is learned to other situations. They can identify the personal rules and myths that are brought to educational situations, and they understand the rights of an educational consumer, smoothly negotiating educational bureaucracies. They have also learned to think critically and to review assumptions about learning and knowledge. These qualities will have resulted from a combination of nature and nurture--through everyday experience, participation in formal education, and through the deliberate efforts of facilitators seeking to enhance the capacity for learning. Needless to say, no one ever becomes such a fully realized learner that success comes automatically and painlessly.

Printed with permission from Smith, R.M., "How People Become Effective Learners," *Adult Learning*, April 1991, 11-13. American Association for Adult and Continuing Education, publisher.

How do People Learn to Learn?

Implicit in learning to learn is the notion of gradually becoming more efficient and effective in managing all types of learning activities. The processes involved are both intrapersonal and interpersonal. The acquisition of such metacognitive abilities as relating new information to existing knowledge, reading for meaning, anticipating, and hypothesizing represents at once a developmental process within the individual and transactions with others--parents, teachers, co-learners. For example, one learns to participate effectively in groups (to learn in and through them) by group experience which may also include specific training in goal setting, active listening, consensus reaching, and the giving and receiving of feedback. Also, the skills of learning are not finite since they often grow rusty and require renewal.

So people learn somewhat haphazardly through experience and training; unlearning is often involved as well. Deliberate efforts to learn involve action, reflection, and self-monitoring. But while choosing a course and completing an assignment require a series of activities, decisions, and a choice of strategies, we learn to learn as we become more aware of ourselves as learners (and consumers of education) and more active in examining what happens as we learn. The heart of the learning process is developing the awareness and capacities for effective self-monitoring and active reflection.

Developing Awareness for Monitoring and Reflection

Awareness of self as a learner can take many forms. It is important to be sensitive to one's motives, goals, and purposes for learning and to appreciate one's learning style. There is a need to be able to review our assumptions about what learning "is." We know, for example, that people have widely different conceptions of learning. Learning is variously assumed to be, in the order of sophistication: (1) any increase in knowledge; (2) memorizing information; (3) acquiring knowledge for practical use; (4) abstracting meaning from what is seen and heard; (5) an interpretive process directed to the understanding of reality. Someone who holds views one or two obviously would be ill-equipped for success in a course taught by someone holding views four or five since the instructor would almost surely use inappropriate strategies for that learner.

Self-awareness of personal myths about education and learning is useful. The myths might include convictions about one's capacities--"I'm too old to learn that," "I can't learn anything that requires math skills," or "small group learning is a waste of time." Recognizing that such attitudes are potentially self defeating can be an important step.

The quality of our monitoring affects the efficiency and effectiveness of our efforts. We often feel pressure, for example, to make instantaneous responses to data coming in. These responses are sometimes dysfunctional--substituting one inappropriate strategy for another. However, it is through the quality of our reflection that we gain the insights essential to improved learning performance. We may reflect on a specific learning event or on larger blocks of educational experience. When reflecting on a specific event, we tend to extract instrumental inferences related to similar upcoming events, e.g., "I need to read the exam questions twice before I begin to write," or "I need to listen more actively." When reflecting on larger blocks of experience--a workshop, the first year of college--reflection will often have major financial and career implications as well as an impact on confidence and motivation for further learning.

Awareness, self-monitoring, and reflection, then, interact to make critical contributions in the learning-to-learn process. They may help us to identify and cope with barriers to learning and make satisfactory resolution of such issues as when to relinquish control and when to take control. They allow us to extract meaning from our experience. They help us acquire and use a repertoire of learning strategies. They help us apply what is learned and enable us to examine and modify the personal rules and principles that govern our learning. And they produce the insights that fuel the motivation and confidence for further learning. Thus, people learn to learn as self-monitoring, reflection, and awareness are developed and strengthened.

Facilitative techniques for fostering these capacities include keeping learning logs and journals, writing "process" reports after training experiences, exploring the implications of learning style profiles, and using "thinking about learning" exercises. Also useful are discussions aimed at helping learners to surface personal rules and assumptions. The facilitator may want to use his or her own learning style and personal rules as a model for discussion.

What Do Effective Learners Know About Knowledge?

People learn to learn as their concept of knowledge is elaborated. Just as an understanding that learning is essentially memorization is often inadequate, so is the notion that knowledge consists primarily of correct pre-determined answers inadequate. A more sophisticated concept of knowledge acknowledges that a problem may have more than one "correct" answer depending on context and circumstance or that several theories have utility despite their dissimilarities. Learning competence has not only a generic, but also a content-specific aspect. A person may think relativistically about one domain of knowledge and narrowly or rigidly about another. Underdeveloped views of knowledge inhibit learning competence. It is important to come to understand that there are different "knowledges," different histories, theologies, and psychologies. For example, ethnic history produced by the dominant culture may bear little resemblance to what members of a minority group have actually experienced or contributed.

Effective learners try to apply new skills and information as soon as feasible in order to make them their own. One has a right if not an obligation to question the "official" knowledge presented. Knowledge can be played with: an idea can be turned around or inside out (for example, by asking "what if" questions); and a concept can often be made meaningful through expression as metaphor. Knowledge can be "scaffolded" and tied together through mental models, conceptual frameworks, principles, paradigms, and other representations of relationships and hierarchies. Some agencies and programs award formal credit for knowledge gained through everyday experience and people often need to convert their experience into official knowledge.

Finally, learners should know that they possess potentially useful "knowledge within" that often can be accessed and used for learning and problem solving. Intuitions, insights, dreams, and fantasies have content that can be personally validated and integrated with and through more rational processes. The result would be more holistic learning. Deliberate training for the enhancement of these non-rational capacities, however, is still in its infancy.

What Are Some Implications?

Needed now is a paradigm that not only links teaching and learning in a reciprocal and collaborative manner--an interactive transaction--but one that also links learning and teaching to learning to learn. For as we learn, we learn how to learn and, often, how not to learn effectively. The new paradigm requires significant changes in perspective. Teaching becomes understood primarily as a learning-and-learner-centered process. Relationships between in-school and out-of-school learning become very important. Education comes to be seen not only as a process of arranging conditions and environments for learning, but for helping people to learn more efficiently and effectively.

Teachers need to begin to teach more interactively, to challenge themselves and learners to raise questions and examine assumptions, to pose and solve problems. Diagnosis, negotiation, and collaboration are emphasized. Teaching and learning focus on meaning and understanding. The student is led to the limits of his or her knowledge and helped to find aspects that are especially interesting and meaningful. The teacher or trainer tries to understand the client as a learner with a personal view of learning and knowledge.

People need to be helped to understand the structures of knowledge, to interact with content, to anchor new content in prior knowledge, and to acquire the skills of transfer. They do this by learning, for example, not only skills but why and when to use those skills. The teaching of key concepts and principles becomes especially important as does the examination of critical issues. Accumulating facts becomes relatively less important than learning where and how to access information. Feedback and assessment are directed to both content and process issues--that is, to what was learned, the obstacles encountered, and the implications for further learning.

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Multiple Intelligences

Howard Gardner identified seven intelligences in his **Frames of Mind**, first published in 1983. The seven abilities that meet the criteria set by Gardner are: spatial, logical-mathematical, musical kinesthetic, linguistic, interpersonal, and intrapersonal. The following comments are taken from **Frames of Mind.**

Intelligence	Characteristic	Applications	Implications for Instruction/Learning
Spatial	ability to perceive and reproduce shapes, their placement, and position, even in the absence of concrete examples.	painters, sculptors, designers, architects, navigators, air-traffic controllers, carpenters, etc.	Use color, pictures, graphs, charts.
Linguistic	sensitive to words, their meaning, and order (grammar)	poets, writers, politicians, lawyers	Explain using words. Write or speak about the subject you want to learn.
Mathematical/Logical	ability to symbolize relationships between separate phenomena, ability to calculate; ability to test theory against a criteria	scientists, mathematicians, computer scientists	Present concepts in an order that is logical; use flow charts to help understand a process.

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Intelligence	Characteristics	Applications	Implications for Instruction/Learning
Musical	sensitivity to sound, pitch, able to express emotions and feeling with sound	composers. musicians, advertisers	Use background music. Make up some kind of tune to help memorize.
Interpersonal	sensitive to the moods and temperament and feelings of others	leaders, people who work in the caregiving professions, team members	Use team learning exercises. Work with others to talk about new learnings.
Intrapersonal	sensitive to one's own feelings, moods, reactions	therapists and their patients, some novelists who reflect on their own experiences	Design exercises that can be done independently. When learning, spend some time on your own to reflect on the new learning.
Kinesthetic	ability to use the body in work and expression	dancers, athletes, craftsman who use tools	Simulate the skill by practicing it, get exercise, take breaks.

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EXAMPLES OF EFFECTIVE LEARNING STRATEGIES

Type of Strategy	Steps for Strategy
Asking Questions	1. Ask questions for information: who, what, where, when 2. Ask questions to make connections: how, why, what is the relationship between.. 3. Ask question to explore possibilities: What if...
Reading	1. Overview the reading material. 2. Write a question that you think the text will answer. 3. Think how you would answer the question. 4. Read to answer the question 5. Underline answers to questions. 6. Make a visual to analyze the text.
Making Charts and Graphs (visuals)	1. Choose the appropriate graph/chart. 2. Write the question the graph will answer. 3. Make the chart/graph outline 4. Fill in with key words.
Notetaking	1. Draw a line to divide the page vertically. 2. Write notes on the right side of the vertical line. 3. Write questions from the notes on the left side.
Writing	1. Choose a topic. 2. Brainstorm. 3. Write the first draft. 4. Edit for content. 5. Edit for grammar and spelling 6. Write final draft.

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Analyze the value of this strategy:

Asking Questions	1. Ask questions for information: who, what, where, when 2. Ask questions to make connections: how, why, what is the relationship between... 3. Ask questions to explore possibilities: What if..

Did this strategy help me learn?

What changes would make this strategy more helpful?

1. 2. 3.

What are the steps for a strategy that would be helpful?

1. 2. 3.

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Analyze the value of this strategy:

Reading	1. Overview the reading material. 2. Write a question that you think the text will answer. 3. Think how you would answer the question. 4. Read to answer the question. 5. Underline answers to questions. 6. Make a visual to analyze the text.

Did this strategy help me learn?

What changes would make this strategy more helpful?

1.

2.

3.

What are the steps for a strategy that would be helpful?

1.

2.

3.

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Analyze the value of this strategy:

Making charts and graphs (visuals)	1. Choose the appropriate graph/chart. 2. Write the question the graph will answer. 3. Make the chart/graph outline. 4. Fill in with key words

Did this strategy help me learn?

What changes would make this strategy more helpful?

1. 2. 3.

What are the steps for a strategy that would be helpful?

1. 2. 3.

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Analyze the value of this strategy:

Notetaking	1. Draw a line to divide the page vertically. 2. Write notes on the right side of the vertical line. 3. Write questions from the notes on the left side.

Did this strategy help me learn?

What changes would make this strategy more helpful?

1.

2.

3.

What are the steps for a strategy that would be helpful?

1.

2.

3.

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Analyze the value of this strategy:

Writing	1. Choose a topic. 2. Brainstorm. 3. Write the first draft. 4. Edit for content. 5. Edit for grammar and spelling. 6. Write final draft.

Did this strategy help me learn?

What changes would make this strategy more helpful?

1. 2. 3.

What are the steps for a strategy that would be helpful?

1. 2. 3.

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List of learning strategies:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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THE TEN MENTAL BLOCKS TO BE AWARE OF

I'm Not A Learner

If you want to be a learner, believe in the worth of your ideas, and have the persistence to continue building on them.

TIPS
- Push yourself into trying new things and build on what you find.

To Err Is Wrong

There are two benefits of failure. First, you learn what doesn't work. Second, you have an opportunity to try a new approach.

TIPS
- Use failure as a stepping stone to a new idea.
- Differentiate between errors of "commission" and those of "omission".
- Before embarking on an idea or project, ask yourself: "What bad things can happen if we're not successful?"

The Right Answer.

Don't stop looking for other alternatives after you've thought of a solution

TIPS
- The answers you get depend on the questions you ask. Play with your wording to get different answers. Try multiple answers. Ask questions that push people's thinking.

Be Practical.

TIPS
- Use your artist's open-minded attitude when you're generating new ideas and use your judge's evaluative attitude when you're ready to take action.
- Cultivate your imagination. The more you practice this, the more productive you'll become.
- Encourage "what-iffing" in others.
- Use the "creative no": either member of a team can veto the other's ideas. However, whoever exercises the veto is responsible for coming up with a new idea that both like.

Play Is Frivolous.

If necessity is the mother of invention, then play is the father.

TIPS
- Take time to play with a problem.
- Make your workplace a fun place to be.
- Laugh at yourself.

That's Not My Area.

Specialization can prevent you from generating new ideas.

TIPS
- Use the explorer's outlook - wherever you go, there are ideas waiting to be discovered.
- Read outside your area.
- Read fiction. It's a great way to stimulate your imagination.
- When you "capture" an idea, be sure to write it down.

That's Not Logical.

Try a good dose of soft thinking in the imaginative phase of a new project, a good dose of hard thinking in the practical phase.

TIPS
- Use metaphors (comparisons) to help open your perspective on a situation.
- Don't let metaphors overly guide your thoughts.
- Remember, it's an illogical world. Refer to images and words not to be precise, but to grasp a sense of them.

Avoid Ambiguity.

There is a place for ambiguity ---> when you're searching for and playing with new ideas.

TIPS
- Look at something and think about what else it might be.
- Pose problems in an ambiguous way so as to not restrict imagination.
- Listen to your dreams.

Follow The Rules.

Be flexible. Don't be afraid to break out of one creative pattern to discover another one.

TIPS
- Play the revolutionary and challenge the rules - especially the ones you use to govern your day-to-day activities.
- Remember that challenging the rules also has its dangers.
- Finding and eliminating outmoded rules can be fun, especially when done regularly as a group.

Don't Be Foolish.

The fool is the reverse gear of your mind to help you find a new mental freeway to solve problems.

TIPS
- Play the fool, and see what crazy ideas you can come up with.

Adapted from: Graham, Lorrie, *How Can You Be More Creative: A Creativity Workshop*. Albany, NY: Rockefeller College, 1992.

Mental Locks

1. I'm Not A Learner.
2. To Err Is Wrong.
3. The Right Answer.
4. Be Practical.
5. Play Is Frivolous.
6. That's Not My Area.
7. That's Not Logical.
8. Avoid Ambiguity.
9. Follow The Rules.
10. Don't Be Foolish.

Adapted from: Graham, Lorrie, *How Can You Be More Creative: A Creativity Workshop*. Albany, NY: Rockefeller College, 1992.

Problem Types

* Those that require more information

* Those that require rearrangement of existing information (Breakthrough Thinking)

* Those in which there is no problem but merely improved application of known solutions

PARTICIPANT MATERIALS

FOR INTRODUCTION AND ORIENTATION TO THE PROGRAM

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

WEEKLY SCHEDULE				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
• Orientation to the Program (2.5hrs) - Introductions - Housekeeping - Schedule - Orientation to the Program's Principles, Approaches, Content - Portfolio Building - Effective Learning - Pre Training Assessment • Developing Observation Skills: Part 1 (1 hr) - Environment	• Listening and Speaking (3.5 hrs) - The Communication Cycle and the Arc of Distortion - Verbal Messages - Nonverbal Messages - Talking to Residents - Talking to Peers and Others - Active Listening - Feedback	• Making Oral Reports (2 hrs) - The Key Elements of Communication - Sending Clear Messages - Listening for Information - Using Clarifying Questions • Reading on the Job: Part 1 (1.5 hrs) - Pre Reading - Skimming - Scanning	• Writing Your Logs and Reports: Part 1 (3.5 hrs) - Requirements at DFY - Process Writing - Applications - Writing Mechanics - Constructive Critiquing and Editing	• Overview of Day's Plan of Activity • Summary and Review • Post Training Assessment • Final Portfolio Assembly • IDP Development
Lunch	Lunch	Lunch	Lunch	Lunch
• Developing Observation Skills: Part 2 (3 hrs) - Human Factors • Developing Decision Making Skills and Strategies: (1.5 hrs) - The Decision Making Process - Options at DFY - Applications	• Giving Directions to Residents (4 hrs) - The Direction Giving Continuum - Options at DFY - Applications	• Reading on the Job: Part 2 (2 hrs) - Reading to Understand and Recall Information • Form Documentation (2 hrs) - Form Reading & Writing	• Writing Your Logs and Reports: Part 2 (4 hrs) - Process Writing - Applications - Constructive Critiquing and Editing	• Personal Progress Conference • Applications: Becoming a Self-Motivated Learner on the Job • IDP Revision • Program Closure; Next Steps

ACTIVITY: Overview and Objectives

Purpose: To become familiar with the overall course objectives and methods; to set forth your own personal objectives.

Directions: In the space below:

1. Take notes on the course objectives that your trainer sets forth, and
2. Write down what you would like to get out of this training.
3. Put this page in your Personal Progress Portfolio.

---

1. **Course Objectives**

2. **Personal Objectives (What do you want to get out of this program?)**

ACTIVITY: Divide the Square

Purpose: To energize your thinking.

Directions: Draw a square in the space below; then divide it into four parts.

Graham, Lorrie, *How Can You Be More Creative: A Creativity Workshop.* Albany, NY: Rockefeller College, 1992.

ACTIVITY: Connect the Dots

Purpose: To stimulate creative thinking.

Directions: Using only straight-line segments and without lifting your pen off the paper or tracing back over lines, connect all 9 dots with 4 lines or less. (We've provided two sets of dots below to try your luck, but ,if you need more, feel free to try it out on scrap paper.)

ACTIVITY: What I Know about Myself as A Learner

Purpose: To introduce you to the learning approach to the training program.

Directions: Complete the activity as directed. When done, put it in your Personal Progress Portfolio.

---

1. **Recall and describe 2 successful learning experiences.**

a.

b.

2. **List the variety of feelings you experienced during these learning processes.**

3. **How did success make you feel?**

4. **Which learning techniques did you use that most helped you learn?**

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ACTIVITY: Summary and Closure: Orientation

Purpose: To summarize the main learning points of the session; to create closure to the session and to build your Personal Progress Portfolio.

Directions: In the space below, 1) list the things that you learned this morning; 2) Write the ways in which you can use it on the job; and 3) Write what you might do to increase your use of learning techniques on the job. You will not have to share these thoughts unless you choose to.

---

1. **Learnings: What have I learned from this module?**

2. **Applications: How can I apply it on the job?**

3. **Improvements: What do I need to improve?**

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment,** as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

Rockefeller College Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

Ship Material To

Name

Title

Agency

Address

Phone:

Comments

NYS DIVISION FOR YOUTH

ORDER FORM

Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____

Payment: $_____ (Enclosed)

Make Payable and Send To:

NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development & Training
52 Washington Street
Rensselaer, NY 12144

For Additional Information contact: Margaret W. Davis (518) 473-4474

Ship Material To:

Name: _____

Title: _____

Agency: _____

Address: _____

_____

_____

Telephone ( ) _____